



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

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NATIONAL and STATE EFFORTS to CREATE PUBLIC ENGAGEMENT to SUPPORT HIGH-QUALITY EARLY CARE and EDUCATION

The following is a sample of [national organizations](#), [State organizations](#), and [publications](#) that have information about national and State efforts to use public education campaigns to create public awareness of the need to support high-quality child care.

National Organizations

■ **Communications Consortium Media Center (CCMC)**

Early Care and Education Collaborative (ECEC)

1200 New York Avenue NW, Suite 300

Washington, DC 20005

202-326-8700

World Wide Web: <http://www.earlycare.org>

ECEC is a multi-year project of six State-based child advocacy organizations and five national organizations working on child care issues. Coordinated by CCMC, the project's purpose is to design and implement strategic public education strategies aimed at creating public will in each of the target States to expand both the supply and the quality of early care and education resources. Further, the Collaborative wants to share "lessons learned" on this unique partnership with the broader child care community.

At present, State partners include: the Association for Children of New Jersey, Center for Florida's Children, Citizens for Missouri's Children, Colorado's Children's Campaign, Connecticut Voices for Children, Kansas Action for Children, Pennsylvania Partnerships for Children, and Voices for Illinois Children. The national partners include: Committee for Hispanic Children & Families, National Association of Child Advocates, National Black Child Development Institute, and National Center for Children in Poverty.

On July 18, 2002, ECEC sponsored a "lessons learned" call for the early care community. The call featured Barbara O'Brien of the Colorado Children's Campaign, Jack Levine of the Center for Florida's Children, and Jerry Stermer of Illinois Voices for Children. The call focused on communication strategies these organizations used in the most recent State legislative sessions to defend/further early care and education initiatives. The call also featured an e-chat with the speakers. Summaries of ECEC-sponsored teleconferences and the Strategic Communications Conference from February 2002 are available on the Web at <http://www.earlycare.org>.

■ **Connect for Kids**

The Benton Foundation
1625 K Street NW, 11th Floor
Washington, DC 20006
202-638-5770

World Wide Web: <http://www.connectforkids.org/index.htm>

Connect for Kids helps adults to make their communities better places for families and children. The Web site offers a place on the Internet for adults—parents, grandparents, educators, policy-makers and others—who want to become more active citizens, from volunteering to voting with kids in mind. Connect for Kids has put together a Kids and Politics Web page that includes ten steps to get active and maximize political power, an interactive map that links to issues in each State, a list of questions related to children’s issues to ask candidates, and a discussion of issues. Kids and Politics is available on the Web at http://www.connectforkids.org/resources3139/resources_subject.htm?doc_id=82346. Their Public Opinion Web page describes national and Statewide polls that explore how adults support young children. Public Opinion is available on the Web at <http://www.connectforkids.org/info-url1559/info-url.htm>.

■ **Foundation for Child Development (FCD)**

145 East 32nd Street, 14th Floor
New York, NY 10016-6055
212-213- 8337

World Wide Web: www.fcd-us.org

FCD is a national, private philanthropy dedicated to the principle that all families should have the social and material resources to raise their children to be healthy, educated, and productive members of their communities. The FCD Board and staff see an opportunity to contribute to the creation of a well-aligned first level of public education in the United States, connecting prekindergarten, kindergarten, and the first three grades into a coherent first level of publicly funded education. The program FCD has developed to create and promote such an alignment is called the Mapping the P-3 Continuum (MAP) initiative. Additional information is available on the Web at <http://www.fcd-us.org/ourwork/f-index.html>.

■ **I Am Your Child Foundation (IAYC)**

335 North Maple Drive, Suite 135
Beverly Hills, CA 90210
888-447-3400

World Wide Web: <http://www.iamyourchild.org>

I Am Your Child Foundation is one of the key national organizations that is currently focusing on public awareness and engagement campaigns around early care and education. The I Am Your Child Foundation is a national, nonprofit, non-partisan organization that was founded in 1997 by actor/director Rob Reiner to raise awareness about the importance of early childhood development and school readiness. IAYC develops a wide variety of resources for parents, early childhood professionals, child advocates, health care providers, policy-makers and the media. IAYC also promotes public policies that help ensure that children have the physical well-being and the social, emotional and cognitive abilities they need to enter school ready to succeed.

The Web site provides clear messages about the importance of the early years, and contains information from national early childhood experts.

- *Why Early Childhood Matters* is a video developed by IAYC in which government, business, crime prevention, and academia representatives voice their commitment to and emphasize the need for increased investments in early childhood. This video was designed to motivate communities to create and support programs so that every child enters school ready to succeed. Additional information is available on the Web at <http://www.iamyourchild.org/shop.asp>.

■ **National Association of Counties (NACo)**

440 First Street NW
Washington, DC 20001
202-393-6226

World Wide Web: <http://www.naco.org>

NACo ensures that the nation's 3,066 counties are heard and understood in the White House and the halls of Congress. NACo's membership totals more than 2,000 counties, representing over 80 percent of the nation's population. It is a full-service organization that provides legislative, research, technical, and public affairs assistance, as well as enterprise services to its members. The association acts as a liaison with other levels of government, works to improve public understanding of counties, serves as a national advocate for counties and provides them with resources to help them find innovative methods to meet the challenges they face.

NACo has created an Early Childhood Development Task Force that is charged with providing guidance for NACo's research, educational, technical assistance, and policy agendas on the topics of early childhood development and school readiness. The Counties Care for Kids: Early Childhood Development and School Readiness Initiative is an early childhood grant program that supports counties interested in investing in early childhood development and school readiness. For additional information, contact Hye Sook Chung at 202-661-8841 or e-mail hchung@naco.org. Additional information on this initiative is available on the Web at http://www.naco.org/Template.cfm?Section=Homepage_Features&template=/ContentManagement/ContentDisplay.cfm&ContentID=9873.

■ **The National Center for Children in Poverty (NCCP)**

The Joseph L. Mailman School of Public Health of Columbia University
215 West 125th Street, 3rd Floor
New York, NY 10027
646-284-9600

World Wide Web: <http://www.nccp.org/>

The mission of NCCP is to identify and promote strategies that prevent young child poverty in the United States and that improve the life chances of the millions of children under age 6 who are growing up poor.

- *Learning from Starting Points: Findings from the Starting Points Assessment Project: Executive Summary* (October 2001), by Jane Knitzer and Fida Adely, documents the variations in context, structure, activities, and accomplishments across the 11 sites that

were funded throughout the Starting Point initiative, including four city sites: Baltimore, Boston, Pittsburgh, and San Francisco; and seven States: Colorado, Florida, Hawaii, North Carolina, Rhode Island, Vermont, and West Virginia.

Rhode Island used two major strategies — policy development and public engagement — to address child care and health issues. (page 3)

Vermont focused on strengthening networks among stakeholders in the early childhood community, engaging the business community in child care, and developing new tools and policies to improve the quality of early care and educational settings. (page 3)

West Virginia crafted a two-tiered strategy, one focused on developing a network of Starting Points centers for families with young children at the local level, the other focused on policy development and public awareness at the State level. (page 3)

Examples of Activities to Implement the Core Strategy of Promoting Public Awareness and Engagement included:

- Build closer ties with the media and developing substantive stories on early development; and
- Produce easily accessible information targeted to policymakers through media events, issue briefs, and briefings. (page 4)

This resource is available on the Web at <http://www.nccp.org/media/lsp01-sum.pdf>.

- *Promoting the Well-Being of Infants, Toddlers, and Their Families: Innovative Community and State Strategies* is a Web site sponsored by NCCP that contains comprehensive initiatives to support infants, toddlers, and their families. Information presented throughout this Web site draws on the experiences of 25 selected initiatives across the country to provide strategies that other States and communities can use to promote policy and practice attention to infants and toddlers. This resource is available on the Web at http://www.nccp.org/it_index.html.

■ **National Governors Association (NGA)**

Early Childhood Issues

Hall of States

444 North Capitol Street

Washington, DC 20001-1512

202-624-5300

World Wide Web: http://www.nga.org/center/topics/1,1188,D_1480,00.html

NGA is the collective voice of the nation's governors. NGA provides governors and their senior staff members with services that range from representing States on Capitol Hill and before the Administration on key Federal issues to developing policy reports on innovative State programs

and hosting networking seminars for State government executive branch officials. The NGA Center for Best Practices supports the work of governors and their policy advisors in developing and implementing strategies to increase opportunities for early child literacy, learning, and development. Under a two-year grant from the David and Lucile Packard Foundation, the NGA Center for Best Practices launched an initiative to support seven States in their efforts to build public and political will for improving access to affordable, quality, early care and education. The project ran from October 1999–October 2001. The seven selected States include Georgia, Illinois, Maryland, New Hampshire, Ohio, Washington, and Wisconsin.

The National Governors Association Center for Best Practices, the Education Commission of the States, and the Committee for Economic Development cohosted a two-day discussion, “Where There’s a Will: Promising Ways to Promote Early Childhood Development,” on September 10–11, 2001 in Washington, DC. The meeting highlighted numerous successful strategies to move the early childhood policy agenda from good ideas to action. Additional information, as well as presentation materials, agenda highlights, and links to organizations and public awareness campaigns, are available on the Web at

http://www.nga.org/center/divisions/1,1188,T_CEN_EDS^C_ISSUE_BRIEF^D_2405,00.html.

The following is a sample of resources from the meeting:

- *Where There’s a Will: Promising Ways to Promote Early Childhood Development* (September 20, 2001), by the Communications Consortium Media Center, is a review of data and findings from research done on public attitudes toward early care and education from about a dozen separate focus group projects and more than a dozen polling efforts. This summary of Phil Sparks’ remarks at the meeting include:

Specifically regarding family issues and the delivery of services to help families, 50% say government programs at the federal level actually “hamper” families striving to achieve the American dream.

The public has a lot of faith in locally delivered government services, effecting their neighborhoods and communities. The public has no faith in services they see as delivered by state and local government that they view as distant and inefficient. (page 1)

This resource is available on the Web at

<http://www.nga.org/cda/files/091001WILLSPARKS.pdf>.

- *Communicating the Early Childhood Message* (September 20, 2001), by Market Strategies, Inc. for Voices for Illinois Children, a Microsoft PowerPoint presentation that was used at the NGA conference, presents strategies Illinois has used to increase knowledge of early childhood issues. This resource is available on the Web at <http://www.nga.org/cda/files/091001WILLMESSAGE.ppt>.

Additional resources from NGA include:

- *Developing and Supporting Literacy-Rich Environments for Children* (February 26, 2001), by NGA Center for Best Practices, Education Policy Studies Division, identified the following strategies that Ohio is using to support literacy-rich environments:

Ohio's Ready to Learn initiative seeks to help parents and home caregivers expose children to an expanded set of learning opportunities by producing public service announcements and conducting workshops for adults who care for children in their homes. One of the four workshops, "Help Me Learn," uses brain development research to teach parents and caregivers about how children learn. The U.S. Department of Education funds Ready to Learn with an annual allocation of \$7 million. Ohio added \$1.3 million from the Child Care and Development Fund to produce the public service announcements and to design and implement the workshops. (page 6)

This resource in Power Point format is available on the Web at <http://www.nga.org/cda/files/IB022401LITERACY.pdf>.

■ **National Institute for Early Education Research (NIEER)**

120 Albany Street, Suite 500

New Brunswick, NJ 08901

732-932-4350 x 225

World Wide Web: <http://nieer.org>

NIEER supports early childhood education initiatives by providing objective, nonpartisan information based on research. The goal of NIEER is to produce and communicate the knowledge base required to ensure that every child receives a good education at ages 3 and 4. The Institute seeks to provide policy-makers with timely information addressing the practical problems they face in implementing and supporting early education initiatives. NIEER offers research, policy briefs, and a media center. The following video is available to policy-makers to help them understand the importance of high-quality preschools:

- *Growing and Learning in Preschool* shows the essential features of a high-quality preschool program. It shows how a preschool curriculum based on solid research builds school and life-related skills, why well-qualified teachers are so important, and how play is integrated into learning. For information about how to order this free five minute video in VHS or DVD format, contact NIEER at info@nieer.org or on the Web at <http://www.nieer.org/resources/video>.

■ **National League of Cities (NLC)**

1301 Pennsylvania Avenue NW, Suite 550

Washington, DC 20004

202-626-3000

World Wide Web: http://www.nlc.org/nlc_org/site/

NLC provides a wide range of programs and services to strengthen the ability of city officials to serve their communities. Their Institute on Youth, Education, and Families (IYEF) is developing

the capacity to support the work of municipal leaders in five core program areas, including child care and early childhood development. Information on this project is available on the Web at http://www.nlc.org/nlc_org/site/programs/institute_for_youth_education_and_families/index.cfm. The following resources have information about the current NLC early childhood initiative:

- *City Challenge for Early Childhood Success* (March 2003), describes a challenge by NLC to city officials to develop multi-year early childhood plans for their communities. Over 70 cities have made the commitment to assess local needs and create a strategic agenda for young children, addressing such issues as early learning, health, parent education, and family support. This resource is available on the Web at http://www.nlc.org/nlc_org/site/files/reports/challenge%20brochure.pdf.
- “Supporting Early Childhood Success” (2003), *Action Kit*, Issue 6, outlines a wide range of steps that municipal leaders can take to support parents and promote early childhood success. This resource is available on the Web at http://www.nlc.org/nlc_org/site/files/reports/EarlyChildcare.pdf.
- “Our Children, Our Future: Promoting Early Childhood Success in America’s Cities & Towns” (2002), a *Futures Report*, looks at why success in early childhood is so important to cities and towns, and what local elected officials can and should be doing to support it. This resource is available on the Web at http://www.nlc.org/nlc_org/site/files/reports/futures02.pdf.
- “Public Will and Public Education Campaigns: Strategy Spotlight” in *Municipal Leadership for Early Care and Education Network* (August 2001) suggests strategies for communication campaigns to raise awareness among the public and policy-makers that it is important to invest their efforts to support early childhood development. It also discusses providing parents and other caregivers of young children with the information and resources they need to promote healthy development. For additional information, contact NLC at 202-626-3000 or on the Web at http://www.nlc.org/nlc_org/site/.

Additional information about NLC’s early childhood program area is available on the Web at http://www.nlc.org/nlc_org/site/programs/institute_for_youth_education_and_families/early.cfm.

■ **PNC Grow Up Great**
PNC Financial Services Group
One PNC Plaza
249 Fifth Avenue
Pittsburgh, PA 15222 2707
877-PNC-GROW (762-4769)

World Wide Web: http://www.pncgrowupgreat.com/grow_up_great.html

PNC Grow Up Great is a ten-year, \$100 million investment in preparing young children from birth to age 5 for school and life. It is the most comprehensive corporate-based school readiness program in the country. PNC Grow Up Great will invest in grants, sponsorships, television and print content, communications, and volunteerism over ten years to support school readiness. PNC Grow Up Great is partnering with experts in the field, including Sesame Workshop and

Family Communications, Inc. The project's goal is to better prepare 2.8 million children in the markets PNC serves for school in the areas of language, literacy, science, creative arts, social and emotional growth, and physical health.

■ **United Way's Success by Six Media Campaign**

World Wide Web: http://www.uwchatt.org/invest_campaign.htm

Through a grant from the Bank of America Foundation, United Way of Greater Chattanooga partnered with local marketing firm DANIEL+DOUGLAS+NORCROSS [ddN] to create an advertising campaign to raise awareness of the importance of a child's early development. The campaign's objective is to communicate to parents and caregivers the importance of the first six years of a child's life to overall brain development and to give them specific examples of what they can do to interact with their child. The campaign includes three bus boards/billboards, two print ads, and four radio/TV spots. For additional information, contact Corinne Doyle Evans at United Way of Greater Chattanooga at 423-752-0316.

State Organizations

Arizona

■ **Children's Action Alliance**

4001 North Third Street, Suite 160
Phoenix, AZ 85012
602-266-0707

World Wide Web: <http://www.azchildren.org>

Children's Action Alliance is a nonprofit, nonpartisan research, education and advocacy organization dedicated to promoting the wellbeing of all of Arizona's children and families. Through research, publications, media campaigns and advocacy, the organization acts as a voice for children. The following publication discusses the importance of children's early years:

- *Make Kids Count: Giving Babies a Smart Beginning* (February 2001) is available on the Web at http://www.azchildren.org/caa/mainpages/Publications/sb_book.pdf.

California

■ **"Care About Quality" Child Care Consumer Education Campaign**

California Department of Education (CDE)
Child Development Division (CDD)
1430 N Street, Suite 3410
Sacramento, CA 95814
916-322-6233

World Wide Web: <http://www.cde.ca.gov>

The California Department of Education's (CDE) child development consumer education campaign ended in 2001. It was specifically focused on increasing the involvement of private child care programs and private businesses by joining with the CDE in increasing awareness about the importance of quality child care. The campaign had formed partnerships with the Packard Foundation, Mervyn's Department Stores, and Target Stores to help get the campaign's message out to the public. The campaign produced a parent resource guide, *Care About Quality –Your Guide to Child Care*, that was first issued September 2000 to Child Development Division

(CDD) funded agencies and many child care organizations throughout the State. For additional information, contact 916-323-4601.

Colorado

■ **Colorado Children's Campaign (CCC)**

1120 Lincoln Street, Suite 125

Denver, CO 80203

303-839-1580

World Wide Web: <http://www.coloradokids.org/>

Since 1985, CCC has worked to mobilize individuals and organizations to think and act on behalf of children with particular attention to the health, education and safety of children most at risk. As a Statewide nonprofit organization, they promote the well-being of all children through research, public awareness and public policy, with special emphasis on early intervention, education and long-term prevention. The following resources describe public education activities:

- *Colorado Children's Campaign 2002 Campaign for Kids Public Education Activities* is available on the Web at <http://www.earlycare.org/publiceducationactivities.pdf>.
- *Statewide Advocacy Activities for 2002* is available on the Web at <http://www.earlycare.org/planningguide.pdf>.
- *Statewide Advocacy Activity: Outreach Activity I: Communications Calendar* is available on the Web at <http://www.earlycare.org/communicationsworkplan.pdf>.

Florida

■ **Children's Campaign, Inc.**

P.O. Box 1718

Tallahassee, FL 32302

850-425-2600

World Wide Web: <http://www.Iamforkids.org>

Florida's Children's Campaign Inc. is Statewide network of community leaders and grassroots volunteers working to unite Floridians around ways to help children. It is a nonpartisan, Statewide community empowerment and education project to ensure voter and candidate attention to Florida's 3.6 million children. Local campaign networks disseminate information to the media; distribute material to voters; and sponsor candidate forums, focus groups, and town meetings.

Illinois

■ **Voices for Illinois Children**

208 South LaSalle Street, Suite 1490

Chicago, IL 60604

312-456-0600

World Wide Web: <http://www.voices4kids.org/index.html>

Voices for Illinois Children is a Statewide, nonprofit, nonpartisan group of child advocates who champion the full development of every child in Illinois to assure the future wellbeing of the

people of the State. They work with families, communities, and policy makers to ensure that all children grow up healthy, nurtured, safe, and well educated. Voices for Illinois Children has the following information about their public awareness campaign:

- Statewide Start Early Campaign Aims to Increase Support for Quality Early Childhood Programs describes a multimedia, Statewide public awareness campaign designed to build greater public support for quality early childhood programs and the need to “start early” with all children. The Start Early campaign used paid TV, radio, newspaper and billboard ads as part of a grassroots effort to increase awareness of the brain development that occurs in a child’s first years and the need for quality early care and education settings.

The Start Early campaign has rallied people across the State around the importance of providing safe, accessible, affordable, quality early childhood programs. Pediatricians, police chiefs, elementary school teachers and business leaders have joined a grassroots effort to increase support for early care and education.

A grant from the McCormick Tribune Foundation allowed Voices to spend about \$2.5 million on the Start Early ad campaign. The 30-second TV ads aired in six markets—Chicago, Springfield, Peoria, Rockford, Champaign/Urbana and Quad Cities—from February until May 2001. The campaign also featured two radio ads and ads in newspapers across the State. A series of billboards in the Springfield area highlighted the message “Learning begins at birth.”

Additional information is available on the Web at
http://www.voices4kids.org/start_early_frame.htm.

Kansas

■ **Kansas Children’s Campaign**

3360 SW Harrison
Topeka, KS 66611
785-232-0550

World Wide Web: <http://www.ks4kids.com/>

The Kansas Children’s Campaign speaks for the 700,000 children in Kansas who have no political voice of their own. Its goal is to improve the lives of children and families by placing their needs at the center of attention and action. The campaign intends to create a political environment throughout Kansas where children’s needs come first. It is a nonpartisan Statewide community empowerment and education project to ensure voter and candidate attention to Kansas children. The Kansas Children’s Campaign is an initiative of Kansas Action for Children (KAC), a private, nonprofit, citizen-based corporation. KAC works on behalf of all children to ensure that their physical and emotional needs are met, and that they become healthy and contributing adults. Local campaign networks disseminate information to the media; distribute material to voters; and sponsor candidate forums, focus groups, and town meetings. The campaign wants to empower communities to form a consensus vision to improve the quality of life for its children and families, and determine “Who’s for Kids and Who’s Just Kidding.”

The nonpartisan Kansas Children's Campaign is a charitable, 501(c)(3) organization. The campaign is not a PAC, does not endorse candidates, and does not take a position on ballot issues.

■ **Kansas Association Of Child Care Resource and Referral Agencies (KACCRRRA)**

112 West Iron

Salina, KS 67401

785-823-3343

World Wide Web: <http://www.kaccrra.org>

KACCRRRA is comprised of six programs and serves as a network of child care resource and referral (CCR&R) agencies serving all 105 counties of Kansas. They advocate for high-quality, affordable and accessible care for all Kansas families. The following video is available for parents on the KACCRRRA Web site:

- *Good Beginnings Last a Lifetime* is a 14-minute video that shows child care professionals interacting with young children in a wide variety of settings. The caregivers show the importance of offering activities, which are important to every child's early development. Also included are simple guidelines to look for in choosing a quality early care program for young children. There is a brief Quality Checklist that parents can utilize in their child care search. The checklist covers what to observe when looking for quality in child care, including, the program and the actual caregiver. The video also addresses the importance of licensed and accredited programs.

For more information, contact KACCRRRA at 785-823-3343.

Kansas City Region

■ **Mid-America Regional Council (MARC)**

600 Broadway, Suite 300

Kansas City, MO 64105

816-474-4240

World Wide Web: <http://www.marc.org/>

MARC serves as the association of city and county governments and the metropolitan planning organization for the bi-State Kansas City region. MARC seeks to build a stronger regional community through cooperation, leadership and planning. Through its leadership, area jurisdictions and diverse community interests sit down together to address the region's problems and identify the opportunities for cooperative solutions. These efforts, in turn, enhance the effectiveness of local government. As a voluntary association, MARC strives to foster understanding and cooperation on issues that extend beyond the jurisdiction of a single city, county or State. These issues include transportation, child care, aging, emergency services, environmental issues and a host of others. MARC plays an active leadership role in strengthening the metropolitan community by providing: a forum for addressing regional objectives and diverse community issues; long-range planning and public policy coordination; and technical assistance and services to enhance the effectiveness of local government. Additional information on the Public Engagement Task Force is available on the Web at <http://www.marc.org/mccc/publicengagement.htm>.

Partners in Quality (PIQ) for Early Learning engages a group of metropolitan Kansas City organizations and individuals to design and implement a national early learning system through individual commitment and collective action. PIQ's goals include: (1) Elevate public understanding of the importance of early learning and its significant contribution to the health and economic well-being of the community; (2) Provide leadership to the design and implementation of the metropolitan early learning system; (3) Create a forum for community groups concerned with quality early learning to partner in new ways to leverage their individual efforts; and (4) Mobilize stakeholders at the local, State and national level to secure both private and public investment in early learning. Additional information is available on the Web at <http://www.marc.org/mccc/piq.htm>.

Massachusetts

■ **Early Education for All Campaign**

Strategies for Children, Inc.

400 Atlantic Avenue

Boston, MA 02110

617-330-7380

World Wide Web: <http://www.strategiesforchildren.org>

The goal of the Early Education for All Campaign is to make high-quality early childhood education available to all Massachusetts children, ages 3 through 5. Leaders from business, labor, religion, education, healthcare, and early education and care, along with thousands of parents and early childhood advocates, have been involved in developing a legislative policy proposal that will make this goal a reality. More information is available on the Web at http://www.strategiesforchildren.org/eea/eea_home.htm.

- *Business Leaders as Legislative Advocates for Children: A Case Study from Boston* (February 2000), by Margaret Blood and Melissa Ludtke, document the active engagement of business leaders as new and “unlikely messengers” whose participation contributed to the passage of three child-focused bills in Massachusetts. They highlight valuable lessons for child advocates and business leaders who are interested in knowing how to make this rare kind of alliance work well to benefit children. This resource is available on the Web at <http://strategiesforchildren.org/images/pdfs/bostoncasestudy.pdf>.
- *Our Youngest Children: Massachusetts Voters and Opinion Leaders Speak Out On Their Care and Education* (2000), by Margaret Blood, Strategies for Children, describes a Statewide study that examined the opinions of voters, child care experts, and opinion leaders regarding early care and education in order to inform a Statewide effort to meet the early childhood education needs of Massachusetts children and their families. This resource is available on the Web at <http://strategiesforchildren.org/images/pdfs/mb.pdf>.

Minnesota

■ Early Childhood Family Education (ECFE)

Minnesota Department of Children, Families and Learning
1500 Highway 36 West
Roseville, MN 55113
651-582-8200

World Wide Web: <http://education.state.mn.us>

ECFE is a program for all Minnesota families with children from birth to kindergarten enrollment. ECFE is based on the idea that the family provides a child's first and most important learning environment, and parents are a child's first and most significant teachers. ECFE works to strengthen families and enhance the ability of all parents to provide the best possible environment for the healthy growth and development of their children. ECFE programs are tailored locally to meet the needs of families in each specific community. ECFE has produced the video, *A Good Start for Parents & Children*. This is a 13-minute video about ECFE program for young children and their families (1997). For more information, contact ECFE at 651-582-8200. Additional information is available on the Web at http://education.state.mn.us/html/intro_fam_ed.htm.

■ Ready 4 K

Wright Building, Suite 345
2233 University Avenue West
St. Paul, MN 55114-1629
866-644-8138 or 651-644-8138

World Wide Web: <http://www.ready4k.org>

Ready 4 K is a campaign working to bring about comprehensive policy change to advance the early care and education movement on behalf of Minnesota's children, their parents, and their caretakers. It is focused on enabling communities to engage with the issue of school readiness and develop local approaches that make sense to local citizens; on informing the public of the importance of early care and education and the current challenges facing Minnesota; on expanding relationships with business leaders by focusing on the issue of early care and education as a fundamental concern for employers and employees; and on identifying cost-effective ways to enhance choices for parents of young children. Its core constituents include the Alliance of Early Childhood Professionals, Child Care WORKS; Children's Defense Fund—Minnesota; Congregations Concerned for Children—Child Advocacy Network; Minnesota Child Care Resource & Referral Network; and Minnesota Initiative Funds.

New Hampshire

■ Children's Alliance of New Hampshire

2 Greenwood Avenue
Concord, NH 03301
603-225-2264

World Wide Web: <http://www.childrennh.org>

The Children's Alliance of New Hampshire is a Statewide, nonprofit advocacy organization with over a decade of experience working on behalf of the health and well being of the children of New Hampshire.

New York

■ **Winning Beginning NY**

Center for Early Care and Education

c/o Schuyler Center for Analysis and Advocacy

150 State Street, 4th Floor

Albany, NY 12207

518-463-1896, Extension 23

World Wide Web: <http://www.winningbeginningny.org>

Winning Beginning NY is a Statewide campaign working to inform policy-makers and the public about the many benefits of early education to children, families, and society. The campaign aims to build a broad-based constituency to make investment in early care and education a top public priority in New York State. The first phase of the campaign focuses on making the State's Universal Pre-kindergarten (UPK) program available to all school districts Statewide. While New York State has created a robust, nationally recognized UPK program, it serves only about one-quarter of the State's school districts. The Winning Beginning NY campaign is supported in part by the Pew Charitable Trusts through the Trust for Early Education. It is coordinated by the Center for Early Care and Education, a collaboration of Child Care, Inc., and the Schuyler Center for Analysis and Advocacy. Other goals include: advocating for investment in quality early education, promoting planning, coordination, and implementation strategies that strengthen early care and education, supporting implementation of Universal Pre-kindergarten through public information, policy analysis, technical assistance, and working to build a Statewide early education system that links child care, Head Start, preschool special education, and Universal Pre-kindergarten. Additional information is available on the Web at <http://www.winningbeginningsny.org/about.html>.

Washington

■ **Economic Opportunity Institute (EOI)**

1900 North Northlake Way, Suite 237

Seattle, WA 98103

206-633-6580

World Wide Web: <http://www.econop.org>

EOI develops new public policies help low-income people to move into the middle class and to prevent middle-class families from falling into poverty. The institute pursues its work through media outreach, public dialogue, and policy initiatives that address the shared economic security concerns for middle-class and low-income workers. Every year, they focus on several public policy proposals and create a dialogue with the citizenry about these proposals through an extensive media campaign utilizing radio talk shows, television news, magazines, and daily and weekly newspapers. The following publication discusses public opinion as it relates to early learning and care:

- *Early Learning and Care and Public Opinion: A Report on a Survey in Washington State* (March 2002), by Elaine VonRosenstiel, is available on the Web at <http://www.econop.org/ELC-PublicOpinion2002.htm>.

■ **Washington Child Care Resource and Referral Network**

917 Pacific Avenue, Suite 600
Tacoma, WA 98402-4437
800-446-1114 or 253-383-1735

World Wide Web: <http://www.childcarenet.org>

Washington Child Care Resource and Referral Network supports community-based child care resource and referral (CCR&R) services in Washington. Their Child Care 2000 campaign was a collaborative public/private partnership which targets four distinct populations through a massive, multi-media consumer education effort. The campaign sought to provide tools to empower parents to explore and utilize all child care options; to educate the business community as to the impact adequate child care has on their bottom line; to influence policy-makers while they weigh policy decisions that result in increased quantity and improved quality of child care; and to foster the recognition of child care as a professional industry needing measures and standards similar to any other critical component of our market economy. Direct mail, billboards, bus-side advertising, worksite employee outreach, radio, television, print, and community organizing all played a role in the campaign. Additional information is available on the Web at <http://www.childcarenet.org/CC2000.htm>.

Wisconsin

■ **Wisconsin Child Care Resource and Referral Network (WI CCR&R)**

5 Odana Court
Madison, WI 53719
608-271-1230

World Wide Web: <http://www.wisconsinccrr.org>

The WI CCR&R Network is a membership organization made up of the 17 community-based CCR&R agencies serving the entire State of Wisconsin. The mission of the WI CCR&R Network is to exercise leadership in the creation of an inclusive, high-quality child care/child development system and to promote the professional growth and development of its member agencies. The following resource describes a public awareness campaign:

- “Think Big. Start Small. Update,” in *News from the Network* (Fall 2001), has the following information about this Wisconsin multimedia public awareness campaign:

After an August, 2001 launch, several communities across the state officially launched the Think Big. Start Small (TBSS) Public Education Campaign. Highlights of local campaigns have included billboards across Southwest Wisconsin and billboards along Interstate 43 between Milwaukee and Green Bay. Several local communities purchased television and radio advertising and have utilized local venues to distribute these materials, including Job Centers, Job Fairs, CCR&R Offices and other local events. Since the launching of the campaign new products have been developed, including brochures of care for children with special needs, child growth charts with the TBSS theme and messages, magnets, pens, sport bottles and tee-shirts. Materials are available through your local CCR&R. Future directions for the campaign include focusing on how to sustain and build on current efforts as well as focusing on a more

active engagement of the business community in Wisconsin to determine their interest in becoming more involved in this campaign.

For additional information, contact the Network Office at 608-271-1230 or e-mail info@wisconsinccrr.org.

Additional Publications

■ *Child Care and Development Fund Report of State Plans FY 2004-2005* (draft), prepared by the National Child Care Information Center (NCCIC), has the following information about public awareness campaigns :

2.3 – Public-Private Partnerships

Describe the activities, including planned activities, to encourage public-private partnerships that promote private-sector involvement in meeting child care needs, including the results or expected results. (658D(b)(1), §98.16(d)):

- Fourteen States (AZ, AR, DC, FL, HI, IN, IA, MD, OR, UT, VT, WA, WV, WI) conducted public awareness campaigns.

Maryland educates and encourages eligible families to apply for the Federal and Maryland Earned Income Credit through a campaign—the Maryland Earned Income Credit Awareness Campaign. A partnership of over 30 nonprofit organizations, business, and State and local public agencies conducts the campaign using direct mail, the United Way telephone hotline, public service announcements, advertisements, and bus posters to reach as many families as possible.

In **Oregon**, an education campaign—Oregon’s Child: Everyone’s Business—focuses on brain research. It involves more than a dozen public and private partners and offers free resource information in English and Spanish for parents, caregivers, businesses, and organizations.

Care About Child Care is **Utah’s** first public awareness/media campaign intended to make the public aware of the role quality child care plays in early childhood development. It emphasizes quality care and how parents can find and evaluate child care. (pp. 52-53)

For additional information, contact NCCIC at 800-616-2242 or e-mail info@nccic.org.

■ *Analysis of the Messages of the Early Childhood Movement* (February 2003), by Erika Falk, Annenberg Public Policy Center of the University of Pennsylvania, states:

This report presents a list of state and national organizations engaged in early childhood education and development (Appendix A), documents patterns found in the messages produced by these organizations, and suggests ways to improve these texts. The goal of this endeavor was to provide a guide to child-centered

organizations that would help in developing a shared communication strategy by letting them know what other organizations are doing and saying and by providing suggestions for improvement. (page 2)

This resource is available on the Web at

http://www.annenbergpublicpolicycenter.org/05_media_developing_child/2003_APPCAnalysisMessagestxt.pdf.

■ *Engaging Other Sectors in Efforts to Improve Public Policy in Early Childhood Development* (February 2003), by Lorie Slass, Annenberg Public Policy Center of the University of Pennsylvania, states:

This report identifies lessons involving message, outreach, and policy to help advocates working in the early childhood field understand how to effectively draw various groups and their constituencies into efforts supporting public policies around children and families ... It also offers specific suggestions for increasing awareness about early childhood issues among these groups and suggests strategies for educating and involving them. Although most of the organizations included in the analysis represent national groups, the lessons learned are applicable to state and community groups as well. (page 3)

This resource is available on the Web at

http://www.annenbergpublicpolicycenter.org/05_media_developing_child/2003_AnnenbergOtherSectors2R.pdf.

The National Child Care Information Center does not endorse any organization, publication, or resource.

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